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ABSTRACT

The Bakersfield College student tutorial project is described and evaluated. Starting in 1965, college students tutored disadvantaged (minority group) elementary and junior high school students after school. Students were tutored in English, reading, math, the Constitution, and other areas. The program included field trips. An evaluation of the 1968-69 phase of the tutorial project was drawn from questionnaires completed by the 39 tutors and from the tutors' journals. It was concluded that the tutorial project was extremely valuable for both tutors and tutees. The program could be strengthened by recruiting more minority group tutors and by pre-tutorial orientation. The program could be expanded to include other community services (juvenile hall, mental hospitals, etc.). [Not available in hard copy due to marginal legibility of original document.] (MS)

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WHAT CAN I DO?
AN ALTERNATIVE TO CONFRONTATION:
THE BAKERSFIELD COLLEGE TUTORIAL PROJECT

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I. INTRODUCTION

Purpose: The purpose of this study is to describe the tutorial project of Bakersfield College in terms of its historical development and in terms of its present programs. Such a description, however, must be complemented with an evaluation of the project and it is this evaluation which is the major focus of this study.

Methods: For the descriptive part of the study historical documents were relied upon. The evaluative part relied upon the reports of the principal of the major participating elementary school, a questionnaire administered to the college tutors, and journals kept by the college tutors.

Relevant Literature: There is not a great deal of literature available about college student tutorial programs. While most colleges which have such programs have descriptions of them, there appear to be no books which examine these programs together and in detail. Perhaps one of the problems in writing such a book is that the programs change from year to year so that it is difficult to say that a school has a definite kind of program from year to year. In short, such a book might be dated when it was published. Yet, there seem to be some similarities between programs on different college campuses and between the years on the same college campus. There are, of course, many newspaper and news magazine articles about college tutorial programs but these are usually too local or general in nature.

The most valuable publication about college tutorial programs is the 1968 Tutorial Survey, published by the Tutorial Assistance Center of the National Student Association. It is a national survey of college tutorial projects operating in the United States in the spring of 1967. The survey

attempted to discover (1) the programatic details of the projects, (2) their sources of financial support, (3) their relationships with public schools, community action agencies, and other governmental and private agencies, and (4) the nature of their needs. The general conclusion of this survey is that there can be no comprehensive conclusions about the many college tutorial projects because of their diverse nature. This survey, however, is very valuable as an indication of the range of types of college tutorial programs.

II. DESCRIPTION OF THE BAKERSFIELD COLLEGE TUTORIAL PROJECT

History:[1] The Bakersfield College student tutorial project began in September 1965 when Mr. H. L. Blackburn, deputy superintendent of the Bakersfield City School District approached Mr. A. Thoman, principal of Fremont elementary school, and briefly discussed the idea of sending college students to Fremont (a target area school) to tutor disadvantaged (mostly minority) elementary school students one hour per week after school. Mr. Thoman approved. Mr. Blackburn said he would set up a meeting with Dr. John Collins, Dean of Students, Bakersfield College, to outline the program.

On October 5, 1965, Dr. Collins, Mr. Thoman, and John Erickson (Bakersfield College student) met in Mr. Blackburn's office. Dr. Collins stated that a group of college students had had a couple of meetings to discuss the possibility of doing some work with disadvantaged elementary school children. Mr. Erickson, the leader of the student group, said that they had thought of a tutoring service. Thirty Bakersfield College students were interested in the project. The group was organizing and had no official name as yet.

Mr. Blackburn suggested tutoring at Fremont school because of its youth activity program. Mr. Erickson then invited Mr. Thoman and any members of his staff to a meeting the following evening, Wednesday, October 6th.

At this evening meeting there were thirty-five Bakersfield College students, Mr. Thoman, Mrs. Dorothy Parish (Fremont counselor), Mr. Doug Fletcher (Fremont 6th grade teacher), Dr. Collins, Mr. Erickson, and Mr. Belcher (Bakersfield College psychology instructor). Mr. Thoman described the school, community, and types of students possibly benefiting the most from a tutoring service. Mrs. Parish, Mr. Fletcher, and he then formed a panel of whom the students asked questions. It was agreed to start the program the next week, Tuesday, October 12th.

On Thursday, October 7, Mr. Thoman met briefly with the 4th, 5th, and 6th grade teachers and discussed the tutoring service. It was agreed that each teacher would submit three or four names of students along with their tutoring needs and a planned lesson for each for the first meeting with the college tutors on October 12th and 13th. On these dates Mr. Thoman met with the tutors and separately with the tutees. He then matched tutors and tutees (with parents' permission) and the program got underway.

The following year, 1966, Mr. Thoman moved to Lincoln Junior High (a target area school) and the tutorial project moved with him. The tutees had assorted problems such as general underachievement, particular subject area underachievement, emotional problems, and bilingual problems. Students were referred for help in the academic areas of U.S. Constitution, reading, English, math, and social studies. In 1967 the project included Lincoln Junior High and Fremont Elementary, both target area schools. During this year the project was first funded by the Bakersfield College Associated Student Body.

Fall 1968 Program:[2] The following description of the fall, 1968, program is detailed since it is the most recent and has been evaluated in the greatest depth.

General Organization:[3] The organization for the Fall 1968 semester of the Bakersfield College Tutorial Project began during the later part of September with Carol Enns as Director and Mr. Jack Hernandez as advisor. The students on campus were informed of Tutorial Project by way of large posters, handouts, informational talks at club meetings, and general Tutorial Project meetings. The handouts briefly stated the goals of Tutorial Project, the qualifications for tutors, the tutor's responsibilities and rewards, and the organizational setup. Talks given to clubs were by members of Tutorial Project, who were also members of other clubs, students who were club officers but not members of Tutorial Project, and by the Director of Tutorial Project.

Five methods were used in distributing Tutorial Project sign-up sheets. The first was a bulletin board placed in the Campus Center for the Project's use. Sign-up sheets were also passed out by individual students--this way proved successful in getting minority student participation. Another method successful in getting minority as well as white student participation was by distributing sign-up sheets at club meetings. A fourth way was through the Tutorial Project meetings. Sign-up sheets were also distributed in Mr. David Rhea's sociology classes. Eighty-three persons signed up to tutor; seventy-two persons began tutoring and these, approximately thirteen dropped; by the end of the semester a total of fifty-nine were tutoring--Lincoln Junior High had thirty-nine start and five drop; Fremont Elementary had twenty start and three drop; and West High had thirteen start and five drop.

There were three meetings held to organize Tutorial Project. Twenty persons attended the first meeting although approximately forty-four had previously signed up to tutor. The purpose of this September 26th meeting was to acquaint students with Tutorial Project. At the second meeting, September 30, with forty-two members present, five minute appointments were made for the tutors to meet Mr. Thoman, the principal of Lincoln Junior High. Those planning to tutor at West High were informed of the meeting scheduled with Mr. Cissne, Assistant to the Principal and Director of Curriculum, and Mrs. Pultz, instructor of special reading classes. When it became apparent that enough people were joining Tutorial Project so that tutoring could take place at Fremont Elementary, appointments were made for tutors to meet Mr. Ford, the Principal at that school. On October 20th the last general meeting of Tutorial Project took place. Twenty-eight students attended this meeting and were informed of the one unit Social Science 5 class for Tutorial Project; nineteen members signed up for the nine week class.[4]

Funds: Tutorial Project started the year with $120 and at the end of the semester had approximately $485. Some money was spent on handouts and sign-up sheets. Money was made on an after game dance.

An executive committee composed of any interested tutorial project member decided that the money should be spent on $50 book scholarships to graduates of Bakersfield High and East High. The candidates were chosen by recommendations of the school principals or appropriate personnel in the area of scholarships. After filling out a Tutorial Project Scholarship form, the candidates were interviewed by members of Tutorial

Project. The Scholarships (approximately 8) were awarded to students who would not be able to go to college without financial aid, particularly minority students.

Two additional suggestions for finances have been considered. The first is a fund for tutors who wish to take tutees to events, but need financial aid. For this there should be a review board for determining whether a requested activity was worthwhile or not. There should be a limit per semester per tutee. The second suggestion is for a library that would include material to help tutors with teaching and with understanding the problems of disadvantaged children.

Fremont: Mr. Ford, principal of Fremont Elementary, stressed academic tutoring with a lot of minority tutors and no hippies. Appointments between the principal and the tutors were made directly with the school, rather than through the director of Tutorial Project. This caused a problem in communication--the secretaries at Fremont were not informed of how to handle calls from tutors. After the first appointment with Mr. Ford, tutors were to attend a meeting with Mr. Robinson, the school's head of Tutorial Project. At this meeting the tutors were briefed on their responsibilities and were scheduled for tutoring. Tutoring was done from 2:30-3:30 p.m. and 3:30-4:30 p.m. each school day. The problem with having this briefing session was that the tutors could not all attend on the same day and, again, there was a problem of communication. The third meeting at Fremont for the tutors was for tutoring. Tutoring took place in the student's classroom with each tutor having one tutee for one session per week and sometimes two sessions. Attendance was recorded by way of a sign-up sheet in the school office with

the Director of Tutorial Project keeping track of absences. This method proved satisfactory. Twenty persons tutored at Fremont and three of those twenty dropped by the end of the semester.

Mr. Ford was quite pleased with the final evaluation of the project. Four teachers wrote notes on the value of tutoring to the tutee in their class. All of the notes were favorable. Academic achievement was mentioned in all of the notes. Mr. Ford mentioned an interest in having a meeting each week of all tutors at Fremont for the purpose of sharing experiences and getting suggestions for tutoring improvement. This is an excellent idea, but it is questionable as to whether B.C. volunteers will want to spend two days a week in tutoring activities.

Lincoln: Mr. Thoman, principal of Lincoln Junior High, stressed tutor attendance and promptness. He felt the Tutorial Project was a learning experience for both tutor and tutee. Social development, as well as academic development, was considered important. The first meeting for the tutors was with Mr. Thoman. At this meeting, tutee assignments were made according to tutor preference with regard to age level, subject area, and tutoring day. At the second meeting, the tutors met the tutee and, in some cases, the tutee's teacher. The third meeting at Lincoln was for tutoring.

Tutoring took place in the cafeteria each day from 3:15-4:05 p.m. Tutoring was not done in classrooms because of room maintenance and student discipline. Subject areas included Constitution (considered most important for eight graders), math, English, bilingual problems, and Campfire Girls. Tutors were generally assigned three tutees for one session per week.

Mr. Thoman kept track of attendance. Approximately thirty-nine tutors began and five dropped by the end of the semester.

Many tutors complained of the problem of tutee attendance. Many felt that the tutee should be a student who wants help and, therefore, automatically stays after school to meet his tutor, rather than tries to "escape" with the tutor having to wait outside the classroom door to "grab" him before he gets away. Mr. Thoman pointed out that those who would stay automatically would not be the students who needed help and that this problem is part of the challenge of tutoring--it is up to the tutor to influence the tutee's attitude toward academic improvement.

West High: Mr. Cissne and Mrs. Pultz stressed the time tutors should be available and that tutors would be treated as staff and must, therefore, dress and act accordingly. All tutors tutored in the special reading program during the regular class periods at West. Once the tutors were acquainted with the expectations of Mrs. Pultz, the program ran quite smoothly. The tutors would show up or call if they would be absent. Mrs. Pultz felt that a director from B.C. for West would be valuable for ...ks when the schedule was changed; she could inform the Director and the Director could inform all the tutors of schedule changes. Mrs. Pultz had tutors work with students who had missed school days and needed to catch up. The tutors were generally sent to an area other than the classroom, with a specific assignment. One tutor worked with an intelligent Italian girl who was having problems adjusting to English. Mrs. Pultz recognized the problem of not letting tutors do as they wished, but she explained that, as the instructor, she had specific goals for her class. She agreed to the recommendation that the tutor be allowed at some time to instruct the whole class for one period.

The possibility of having tutors during study hall was discussed. It was felt that this would allow tutors, who would prefer to be on their own, more freedom. Tutors are awarded a student activities card at the end of the semester if they have been cooperative. Thirteen tutors began tutoring at West High and five dropped by the end of the semester. Attendance was kept by Mrs. Pultz.

B.C. Guiding: The guiding program was handled basically by the Tutorial Project advisor, Mr. Jack Hernandez. The purpose of guiding was to bring 6th graders from target area schools on the Bakersfield Campus to acquaint them with the campus and the opportunities available for students. This guiding took place on some Tuesdays and Thursdays at 10:30 a.m. throughout the semester. Classes of 60 to 90 children were brought to BC. on a bus as arranged by the respective schools. Guides included any students who responded to an announcement in the Renescribe. There was no special tour; it was up to the guides to show any area of the campus they felt would interest the children. B.C. instructors were informed ahead of time that the guides might enter classrooms. All children received at B.C. bookcover as a souvenir.

Many problems came up with the guiding program. The number of guides varied radically from tour to tour, causing problems with the number of children that could be handled. Also, many of the guides did not know how to treat the children--they did not know what interested children, what to talk about, etc. A briefing session and explanation paper before guiding proved to be some improvement.

III. EVALUATION

The Bakersfield City School District: While Mr. Ford of Fremont has

evaluated the program informally in 1968, Mr. Thoman has been the only person on the staff of the district to formally evaluate the Tutorial Project. This is because the pilot program began in his school and because of his continuing great interest in the program.

The earliest evaluation is sketchy and impressionistic and was reported (all of Mr. Thoman's evaluations except the 1968 evaluation are in the form of a report to the city school district office) on November 22, 1965. Mr. Thoman occasionally talked with teachers about the program concerning its benefits to the students in their rooms. He found that the majority of the students were showing signs of benefit not only in the subject matter area designated by the teacher for tutorial assistance, but also in many attitudes as well. The tutors were punctual, enthusiastic, and working very well with the students. The tutees were delighted, very receptive, and proud to have a tutor. Parent cooperation was excellent. There were 34 tutors and 37 tutees.

The next evaluation report to the city school district was made by Mr. Thoman on June 1, 1967, for the Tutorial Project beginning on October 1, 1966. This report covers the tutoring activities at Lincoln Junior High School, where Mr. Thoman moved from Fremont Elementary School. His report includes the following information:

1. Thirty-nine college students were tutors, twenty-eight worked one hour per week, eight worked two hours per week, and three gave more than two hours per week of tutorial time.

2. Seventy-eight students (31 seventh graders, 47 eighth graders) were tutees.

3. The basic subjects taught were:

Math - 35 students; 29 received an average grade of "C" or better for three quarters; only 1 received an "F" the second and third quarter and a "D" the fourth quarter.

English - (including spelling) 21 students; of the three quarters; grades checked there was an averaged of seven "B's" and twelve "C's" from this group. Only two made a "D" in the last three quarters; there were no "F's".

Reading - 12 students; all made a "C" or better grade except one student who made a "D" for a second quarter grade and a "C" the final two quarters. The group turned in a total of 49 Book Reports.

G.H.C. - 10 students were tutored in the consitution. Grades as follows: 1 "A", 3 "B's", 4 "C's", and 2 "D's"

4. Special events included:

A. Attendance at Negro History Week Parade and after that a picnic in Hart Park. Twenty-two tutors and 49 tutees took part.

B. Christmas Party - 53 students and 29 tutors participated.

C. Valentine's Party - 34 students and 19 tutors participated.

D. Weiner Roast and Boating - Hart Park - 54 students and 33 tutors attended.

E. End of Year Party - 52 students and 19 tutors participated.

5. Field Trips or Places visited as follows:

Place or Area	Number of Students	Number of Tutors
Toy Circus	12	3
Channel 23 TV	9	4
Memorial Stadium Football Game	21	7

Place or Area	Number of Students	Number of Tutors
Beach Park	19	6
Fishing Pond - Hart Park	9	4
Guadalupe Church	5	3
Pepsi Cola Bottling Co.	8	23
Cunningham Art Gallery	21	12
Kern County Free Library	14	5
Pioneer Village and Museum	41	18

6. Nine tutors went on home visitations accompanied by Mr. Thoman.

7. Fifteen tutees were bi-lingual students, with an English language problem, and made good progress with Spanish speaking tutors.

8. One of the most noticeable effects of this Tutorial Project were the considerable number of less discipline or lack of work effort types of referrals from teachers during regular school hours. For example, one student who had had 14 referrals by mid-November, only received five more by the end of the school year after being assigned to a tutor. Only two students in the project were suspended from school, each for two days, and neither was suspended again.

9. Conclusion:

The A.S.B. Tutorial Project is very good one, benefiting many students, both tutee and tutor. Mr. Thoman recommended its continuation the next school year.

Mr. Thoman's report of the 1967-68 Tutorial Project begins with a very helpful rationale for the project, from the city schools' point of

view; "The potential public school dropout is often intelligent, but is experiencing boredom or feelings of rejection. The A.S.B. (Bakersfield College) Tutorial Project is attempting to help solve some of these problems by working with young people to give them motivation and encouragement. It has been found that one warm person in a close relationship with another transmits the self-confidence and motivation necessary for improvement in school."

He then mentions the criteria used to select students:

1. Bi-lingual students who show promise in school with help in English.

2. Constitution - 8th grade students must pass the final test prior to graduation. Students who need some extra study to pass this subject are referred.

3. Reading - improvement for speed - word attack - comprehension skills - and encouragement to develop a free (library) reading program.

4. Math - enrichment type students should be referred. Those having a problem in staying with the "top" group in areas of "new math"; those who lack basic skills, but can learn them with drill and extra help.

5. Other - spelling help, projects in science, oral reports, development of physical fitness, and counseling and guidance.

Based on the above, his evaluation makes the following points:

1. 49 college students were tutors.

2. 18 junior high students were tutored in passing the Constitution; only one made a "D." The rest "C's" or better.

3. 20 were tutored in reading; 14 showed considerable interest and improved. The other six advanced very little.

4. 15 were tutored in math; all advanced at least one level and 4 went two levels better.

5. 12 were helped in spelling and English. All made good progress.

6. To provide further interest, experience, and reward; eleven field trips were taken during the year. The final one was a trip to Pismo Beach; 77 junior high students, 14 college tutors and 11 teachers made the all day trip.

Mr. Thoman's most recent evaluation that of the 1968-69 program is a preliminary evaluation (the final evaluation is not completed) and mentions the following:

1. College tutors: "39 of the finest young men and women to tutor at Lincoln we have ever had."

2. 101 Lincoln students are being tutored: Mr. Al Thoman, principal, director program for Lincoln. Two youth groups have tutorial project assistants.

3. 15 teachers are offering supervision in materials and explanation spanning all basic subject areas.

4. Some tutors are coming 2 and 3 times per week. Total weekly hours of tutoring time approximates 55.

5. A Christmas Party was held for the fall program in December.

The BC Guiding Program: While there is no formal evaluative material available for this program, those involved in coordinating it for the Bakersfield City Schools have been enthusiastic about it and have mentioned that the reports from the teachers whose pupils participated in the program have been extremely favorable and enthusiastic.

West High School: Again while there is no formal evaluation of this program, Mr. Cissne and Mrs. Pultz have indicated that they consider the program very valuable for their school.

Tutor Questionnaire:[5] While the evaluation from Mr. Thoman concentrates primarily upon what the program does for the tutees, the following questionnaire written by the 1968-69 student director, Carol Enns, with assistance from Mr. Hernandez, attempts to evaluate the impact of the program on the college students who participated in it.

A questionnaire was sent to eighty persons who had signed up to tutor. Thirty-six responses were received. Many of those who did not respond did not start the project or dropped out before the end of the semester. The following are those items pertinent to the project's evaluation:

Question 1: Approximately how many weeks did you tutor?

Number of sessions	Tutors
6	2
8	1
9	7
10	6
11	2
12	5
14	3
15	2
16	2

10.5 average

Total hours: 329. Given the total number of tutors one might estimate the total hours at around 600 for the fall semester.

Question 2: How many tutoring sessions did you miss?

Miss	Tutors
0	11
1	9
2	5

Miss	Tutors
3	5
4	2
5	1
6	1

1.3 average

One can conclude that the tutors are very conscientious.

Question 3: Did you continue with Tutorial Project throughout the semester? If no, why?

School	Drop
West	2
Lincoln	2
Fremont	0
	4

Question 4: At which school did you tutor?

West High	7	
Lincoln Junior High	6	
Fremont Elementary	23	
Emerson	1	(This questionnaire was disregarded because Emerson was not a project school)
	37	

Question 5: Did you participate in any extra activities with your tutee(s)? If yes, please list them; if no, why?

Schoel	No	Yes
West	7	0
Lincoln	14	8
Fremont	6	0
	27	8

Time was the main problem with extra activities (11 responses)--both tutor and tutee. Transportation was a problem with three. Lack of interest on part of tutee was another another reason for no extra activities. The extra activities included: basketball, embroidery stichery, trip to the library, trip to the mall, trip to the tutor's home, and five tutors took their tutees to B.C. The activity at Lincoln can be perhaps accounted for by Mr. Thoman's encouraging such activity.

Question 6: Did you treat your tutee(s) as a friend or a student?

School	Friend	Student	Both
West	2	3	2
Lincoln	8	3	11
Fremont	1	1	4
	21	7	17

Most students answered "both" and most regarded this relationship as more than a formal teacher - pupil relationship.

Question 7: Did you feel you were able to "get through" to the tutee(s)?

School	Yes	No	Some
West	2	3	3
Lincoln	16	2	6
Fremont	3	0	1
	12	6	10

Although the definition of "get through" was interpreted in many different ways, it can be concluded that most students felt successful in this and thus perhaps in their effort in general.

Question 8: Did you make any improvements with your tutee(s) in regard to school grades? Definite evidence.

School	Yes	No
West	2	2
Lincoln	15	4
Fremont	5	1
	22	7

There were many tutors who did not know of specific grade improvements but felt they did make some improvement. It is quite hard to judge. Many mentioned tutees passed the constitution test. Again, this is an indication that the students regarded their tutoring as successful.

Question 9: Do you feel your tutee(s) has changed in his attitude toward school by being more enthusiastic?

School	Yes	No
West	2	3
Lincoln	7	11
Fremont	5	1
	14	16

Generally not known. Fremont kids did respond better in attitude changes because of age. Also attitude change is harder to bring about than grade change and harder to measure.

Question 10: Did your attitudes regarding disadvantaged children change? Were they strengthened? Comments:

Yes	No
21	13

Overall, tutors are now better aware of problems in education and of underprivileged children. Some mentioned no change in attitude but a strengthening of the knowledge of problems in this area. The program was a definite success in this area.

Question 11: Did you feel the school at which you tutored was receptive to your problems?

School	Yes	No
West	4	1
Lincoln	17	5
Fremont	5	1
	26	7

Most of those who mentioned lack of help, failed to make an effort to improve problems. Again, the responses suggest a successful experience.

Question 12: Do you feel Tutorial Project needs more organization?

Yes	No
16	16

There were many different interpretations of what Tutorial Project actually includes (e.g. a class, a club, or an informal organization). Some mentioned uncontrollable improvements (e.g. sincerity of tutors, more tutors). Two suggestions included were:

1. Start the program earlier.
2. Expand the program to include more schools, especially more high schools.

Those that attended the social science 5 class meetings were generally happy with the program while those who did not felt that there was a need for better preparation for tutors.

Question 14: Did you have any specific problems in getting started tutoring? Explain briefly.

School	Yes	No
West	3	3

School	Yes	No
Lincoln	11	12
Fremont	3	3
	17	18

Those who had trouble getting started at Lincoln were disappointed in tutee response but, as stated by Mr. Thoman, part of the challenge for tutors is encouraging the tutee to stay after school for extra help.

Question 15: Are you planning to work with the problems of disadvantaged people?

Yes	No
22	7

Question 16: Are you planning to teach?

Yes	No
20	12

Question 17: If you are sure of your major, please state it.

Social Sciences	15
Humanities	8
Biological Sciences	4
Physical Sciences	1
Mathematics	1
Business	1
Agriculture	1

Questions 15-17 indicate that not enough students who don't have a vocational or intellectual interest in social service are volunteering to tutor.

Question 18: Are you planning to tutor again?

Yes	No
22	6

Again, the success of the program is indicated.

Question 19: If you attended the class meetings, did you feel they were worthwhile?

Yes	No
16	1

Question 20: Do you have any suggestions for future class meetings?

Yes	No
16	1

Suggestions for future classes included:

1. Hold them at a better time.
2. Have meetings for those in Tutorial Project who cannot attend class.
3. Have more practical information (keys to teaching).
4. Have more minority speakers voicing the personal feelings of minority people.

Question 21: Did your experiences teach you anything about your own personality? Comments (e.g. abilities, limitations).

Yes	No
28	1

Comments included: accept people as they are, be patient, do not be one sided about people and their problems, communication is important, and the realization that these children live in a completely different world from middle class white.

Question 22: Did Tutorial Project help or hinder you in your school work? (e.g. increase your motivation).

Help	Hinder	Neither
13	1	16

Question 23: Did your attitude toward the tutee change during the time you tutored? If so, how?

Yes	No
26	5

Attitudes included: realization that one person can't change problems easily, can't change personalities so do what one can to improve grades, discouragement, how can one do more to help, patience, understanding, and some loss of idealism. Questions 21 and 23 strongly suggest that one of the most important values of this program is the impact that it has on the tutor.

Tutor Journals: In an attempt to get a more in depth idea of the impact of the tutorial experience on the Bakersfield College tutors, Mr. Hernandez asked the students who took social science 5 in the fall and the spring to write detailed reactions of their experiences. These reactions were to include:

1. Initial reactions: satisfactions and problems.
2. Final reactions: satisfactions and problems.
3. Achievements of tutees: attitudes and grades.
4. Effect on tutor: knowledge of tutees and their educational problems, attitudes toward tutees and their problems, self-knowledge--limitations and strengths.
5. Evaluations of the tutorial project and class.

Also in addition to the above, some students recorded their reactions to each tutoring session. Thirty-two journals were written and the reactions of the twenty-eight that were about Fremont and Lincoln schools were studied since this is where most of the tutoring takes place. The students' reactions are as follows according to each of the above categories:

Initial reactions: Many students mentioned that initially they were not sure what to expect, that they were insecure, that they didn't know how to make the subject matter interesting, and that they didn't know how to communicate with the children. One student said, "My biggest problem was trying to 'get through' to them and motivate them a little." A few students initially felt discouraged, even depressed. Yet, some seemed very excited in anticipation of a new experience.

Final reactions: All of the students regarded this as a very valuable and meaningful experience. Actually this category cannot be separated from the next two.

Effect on tutees: While a few tutors didn't think that they helped their tutees much, most felt that their tutees made progress. The clearest and greatest progress was academic. Some tutees made definite gains on their grades; others improved in abilities in basic skills like reading and math. A few tutors felt that their tutee's attitudes had changed for the better--that they saw learning in a positive light, that they were no longer discipline problems in regular class, and that they gained self confidence. One typical student reaction is, "Even though I have a few more sessions with Deborah left, I feel I can make a few conclusions about my program. I feel that it has been somewhat successful in that

Deborah has learned her multiplication tables and has gained a little more self-confidence and the program has also helped me."

Effect on the tutors: Perhaps the most significant thing to emerge from the journals is the effect of the tutoring experience on the tutors. Most generally the tutors felt that the experience was very valuable to them personally. As one student put it, "My experiences through tutorial project have been both enlightening and rewarding. By trying to help these children, I was actually helping myself; by trying to understand these children, I was actually learning about my own personality." Specifically, some students felt that they had a chance to exercise their altruistic feelings: "Tutorial project gave me an opportunity to feel that I was contributing to the community, and I hope, to the development of some students." A few students admitted that they had entered the program for purely selfish reasons, e.g. class credit, and had found the experience to be very valuable. As for learning much, another student said, "My first few weeks of tutoring this semester were pretty discouraging because, I guess, I expected too much from both myself and my tutees. But as time went on, and I discussed my hang-ups with more and more people I looked at my role as a tutor from a different perspective; and I learned a great deal more about the obstacles facing my students. I wanted them to learn something from me, and I wanted to change their attitudes toward education a little--but in the end, it was me who learned from the experience, and it was my attitudes that changed."

The most specific thing that the tutors mentioned learning was about poor and/or minority children. Several students were most emphatic about this:

Having grown-up in an area that is very stable and where there are few really poor people, I was thrust into a completely different situation. I liked the idea of this and also enjoyed the idea of "helping" others. I had visions of the three girls I had, crawling all over me with gratitude and thinking of me as their big sister. I also thought their grades would improve greatly as a result. As you've probably guessed I was in for a shocker!...If thisscundr like a report of failure, it probably should be except there was one person who benefited from the experience--me. I feel I've learned to live more outside myself and I've become more aware of the needs of others in a more real way. The girls taught me to care about others and maybe most important of all, to take failure.

I think that this project had a very definite effect on me. I came into it because I needed an extra unit. I came out of it with some understanding into how and why the minorities aren't getting to college, or jobs. It really was my first taste of poverty, in Bakersfield! In other words, it made me think a little bit about the other side.

Tutoring was also my first experience with people of a different race. To be honest, I was not sure how they would react to me, or how I would react to them.

Evaluation of tutorial project: While the tutors felt that the program was valuable they had several suggestions for improvement. One student felt that there should be more minority tutors. But the points of general concern were that there were not more tutoring sessions (more than one a week) and that there were no orientation sessions before the tutors began. The last point is most frequently mentioned. When mentioning the formal class meetings (Social Science 5) students wanted less theory and more how-to-tutor hints.

IV. CONCLUSIONS AND RECOMMENDATIONS

1. It is quite apparent that the tutorial project is extremely valuable from both the standpoint of its impact on the tutees (as evaluated by the participating schools) and on the tutors.

2. The program should be definitely continued and strengthened by recruiting more students, especially minority students as tutors, and by definite pre-tutorial orientation sessions to relieve tutors' anxieties and uncertainties.

3. Consideration should be given to involving more students who aren't primarily motivated by altruism (e.g. those who want credit or pay) because it seems apparent that the experience is valuable to them even though their motives for beginning aren't the same as volunteers. In short this seems to be the sort of experience that many students can and should benefit from. (The community would also benefit.)

4. Consideration should be given to expanding the program to include different types of community service (e.g. juvenile hall, mental hospitals, shelter care). This expanded program could also be tied into appropriate classes. It is possible to expand this program to include types of community services that aren't ordinarily thought of as such, e.g. work with local air and water pollution agencies. These could also be tied into regular classes.

Today, students want relevant education and want to be involved with their community's problems. This desire is not limited to the student activists; rather there is some evidence that many students would like to do something if only they had the opportunity and could justify this activity by fitting it into their class and work schedules. Since community college students usually have to work to meet their college expenses, it seems imparative that the community colleges attempt to provide the opportunities for these students to get involved in community service activities through their classes or work. In short, the concept of volunteer social

service is not the only way to approach student involvement in the community, and, indeed, may not be the most fruitful way.

Today many students are disturbed about their society and their world. Thus far, the only visible major alternative to bringing about needed change has been confrontation. Most students reject it, but are then left with no modus operandi for bringing about social, political, and economic change. There is an alternative to confrontation and it is imperative that the community college recognize it and vigorously support it: active involvement in community service. It is most important that students be involved for the health of the United States and of the world. Humanity can no longer afford the luxury of provencialism and its offspring: ignorance, fear, and hatred. It seems then that a program such as the Bakersfield College Tutorial Project is one very effective alternative to confrontation.

FOOTNOTES

1. The material in this section is based upon records kept by Bakersfield College and by the Bakersfield City School District.

2. This description is based upon a report by the 1968 Student Director of the Tutorial Project, Carol Enns.

3. Documents related to the organization and description of the Tutorial Project are in Appendix A.

4. A description of the class is in Appendix A.

5. A copy of this questionnaire is in Appendix B.

BIBLIOGRAPHY

Berg, Ernest H. and Dayton Axtell. Programs for Disadvantaged Students in the California Community Colleges. California: Peralta Junior College District, 1968.

California Higher Education and the Disadvantaged: A Status Report. Sacramento: Coordinating Council for Higher Education, 1968. These first two references contain some brief mention of the California colleges that have tutorial programs.

1968 Tutorial Survey. Washington: Tutorial Assistance Center of the National Student Association, 1968.
This is a very complete compilation of facts about college tutorial programs in the U.S.

APPENDIX A

Tutorial Project Descriptive Material

A.S.B. TUTORIAL PROJECT

The tutorial project is a committee of the Associated Student Body. Its membership comes from the students of Bakersfield College.

The main goal of the project is to break down the cultural barriers that exist for underprivileged children in the depressed areas of Bakersfield. Another goal is to provide a service for compensatory education, which we feel is only secondary.

The problem that the children we work with have, is one of being placed in a situation that they may feel is hopeless. More often than not, these children receive little or no encouragement from their parents at home. At school they are taught in over-crowded classrooms, and in sometimes second class school facilities. The faculty of these schools are very interested in these children, but they cannot possibly give all of them what they need.

The tutorial project has taken a few of the difficult cases, the children who the administration of the schools have said if they don't get the personal attention they so desperately need, they will become high school or even junior high school dropouts. We feel that with this attention they stand a much better chance for the educational and social adjustment necessary in today's society.

There are no qualifications for membership in the tutorial project. All that is necessary is a desire to help your fellow man.

The director has the responsibility of organizing the project at the beginning of each school year, and seeing that the project runs smoothly

during the year. Any policy questions are handled by a general consensus of the project's members. All correspondence and clerical work is done on a purely voluntary basis.

We hold no regular meetings other than the days that we tutor. General meetings are held every so often to discuss policy matters, and decisions concerning the activities of the project.

TUTORIAL PROJECT

Qualifications

1. Desire to help your fellow man.

Applications

1. Obtained in the Campus Center Offices

Goals of Project

1. Educational -- Provide solid advancement by helping tutorees in school subject areas.

2. Social -- Break down cultural barriers that exist for underprivileged children.

Organizational Set-up

1. Tutoring

   a. High School, Jr. High School, and Elementary School Levels.
   b. Subject areas -- English, language, reading, mathematics, social studies, U.S. Constitution, and others.
   c. Student types -- general underachievers, particular subject area underachievers, emotional problems, bilingual problems, or some other educational handicap.
   d. Tutors will generally have from 1 to 5 students, tutorees.
   e. One hour per week at least.
   f. One unit of credit.
   g. Class meetings about nine times during the semester.
   h. Field trips (library, art gallery, TV Station, football game, etc.) and special events (Negro History Week Parade, Christmas Party, etc.)

   NOTE: It is <u>not</u> required that you sign up for the class.

2. BC Field Trip Guides

   a. Guiding occasionly throughout the semester
   b. Guiding between classes
   c. Usually 2 or 3 students from elementary or Jr. high school
   d. Explain specific areas of campus to children so that they know what educational facilities are available.

Tutor's Responsibility

1. Provide an image which the student can identify with and visualize himself in the higher education role.

2. Make a real effort to attend each tutoring session or field trip guide since students feel "put down" if the tutor does not show up as planned.

3. Since education is a very solid advancement the tutor must provide considerable help in school subjects.

4. Give the student encouragement and motivation to continue schooling.

Tutor's Reward

1. Personal feeling of meaningful participation in the school and community.

2. Better understanding of socio-economic structure.

3. The satisfaction of seeing that you as a tutor were able to make the difference between a passing or failing grade of a student.

4. Pre-teaching or social work experience.

5. One unit of credit.

BAKERSFIELD COLLEGE TUTORIAL PROJECT

Name:

Address:

Telephone:

Major:

Semester of College:

Can you provide your own transportation:

Level of tutoring: ____Elementary ____Junior High ____High School

Class Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
Evening					

PRACTICUM IN SOCIAL SCIENCE (TUTORING)

Social Science 5
One unit credit
Enrollment 25

Course Description: This course is for students who want to tutor elementary, junior high, and high school students. The course is designed both for the student who is considering a career in teaching and for the student who is considering another career, but who wishes to help others and to gain an insight into some of the problems and rewards of education.

Course Objectives:

1. To acquaint BC students with some of the educational problems of disadvantaged students.
2. To give BC students elementary experience in the process and art of teaching.
3. To provide BC students with an opportunity for community service.

Means of Achieving Objectives:

1. Students are briefed by the BC instructor.
2. They are placed in tutorial positions at local schools.
3. They are supervised at the school by the teacher whom they assist.
4. The BC instructor provides over all supervision, conducts seminars, and assigns written work.

Course Outline:

1. Field work with a minimum of 18 hours and the teacher's or principal's evaluation of the tutor.
2. Classroom instruction: 9 sessions discussing the educational problems of disadvantaged children and the tutor's role.
3. A 500-word minimum book review from a bibliography provided by the BC instructor.
4. A report of the student's reaction and evaluation of the experience of tutoring.

Evaluation: Completion of all four headings of the course outline will be required for the grade of "A". Partial completion of the total program will be evaluated for lesser grades.

SOCIAL SCIENCE 5: Tutoring

COURSE OBJECTIVES:

1. To acquaint Bakersfield College students with the educational problems of disadvantaged students.

2. To provide elementary experience in teaching.

3. To provide Bakersfield College students with an opportunity for community service.

COURSE OUTLINE:

1. Field work with a minimum of 9 hours tutoring.

2. Classroom instruction--8 hours: discussion of readings and tutoring experience, occasional guest speakers, films.

3. Basic textbook: The Disadvantaged Child, Frost and Hawkes, (Houghton Mifflin).

4. A 500-word minimum book review of one of the following:

   a. Teacher, Sylvia Ashton-Warner (Bantam paperback)
   b. Death at an Early Age, Jonathon Kozol (Bantam paperback)
   c. How Children Fail, John Holt (Dell Delta paperback)
   d. Our Children are Dying, Nat Hentoff (Viking Compass paperback)

5. Report of student's reaction and evaluation of the experience as a tutor:

   a. Initial reactions: satisfactions and problems.
   b. Final reactions: satisfactions and problems.
   c. Achievements of tutees: knowledge of tutees and their educational problems, attitudes toward tutees and their problems, self-knowledge-limitations and strengths.
   e. Evaluation of tutorial project and class.

GRADING: Completion of all requirements will be required for the grade of "A". Partial completion of the requirements will be evaluated for lesser grades.

APPENDIX B

Tutorial Project Questionnaire

This questionnaire will be used for a report about Tutorial Project. No names of tutors will be used in the report. I am using the results of this questionnaire for grades in two classes; your cooperation will be appreciated. Without a response from all Tutorial Project members, the questionnaire decreases in its validity. You do not have to answer any questions you feel to be too personal. If you have any questions please call me at 323-1126. Place completed questionnaire in the envelope on the Tutorial Project Bulletin Board in the Campus Center Foyer by Tuesday, January 14 at 3:30 p.m. Thank you for your cooperation.

Carol Enns
Director of Tutorial Project

1. Approximately how many weeks did you tutor?
2. How many tutoring sessions did you miss?
3. Did you continue with Tutorial Project throughout the semester?
   If no, why? _____
4. At which school did you tutor? _____
5. Did you participate in any extra activities with your tutee(s)?
   If yes, please list them; if no, why not: _____
6. Did you treat your tutee(s) as a friend or a student? _____
7. Did you feel you were able to "get through" to the tutee(s)?
8. Did you make any improvement with the child in regard to school grades? Definite evidence. _____
9. Do you feel your tutee(s) has changed in his attitude toward school by being more enthusiastic?
10. Did your attitudes regarding disadvantaged children change? Were they strengthened? Comments: _____
11. Did you feel the school at which you tutored was receptive to your problems?

12. Do you feel Tutorial Project needs more organization?
Comments: _____

_____

_____

13. Did you have any specific problems in getting started tutoring?
Explain briefly: _____

_____

___14. Are you planning to work in any way with problems of disadvantaged people?

___15. Are you planning to teach?

___16. If you are sure of your major please state it. _____

_____

___17. Are you planning to tutor again?

___18. If you attended any class meeting, did you feel they were worth while?

___19. Do you have any suggestions for future classes?
Explain: _____

_____

_____

20. Did your experience teach you anything about your own personality?
Comments (e.g. limitations or abilities) _____

_____

_____

_____

___21. Did Tutorial help or hinder you in your school work?
(e.g. increase your motivation)

22. Did your attitude toward the tutee change during the time you tutored?
If so, how? _____

_____

_____